**K-5 Math Lesson Plan**

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| **Teacher: T. Teague** | | | **Grade: 1** | | | **Date(s)**: Day 7 Unit 1 |
| **Unit Title:**  Counting and grouping to 120 | | | | **Corresponding Unit Task:**  Task 2 | | |
| **Essential Question(s):** How do you bundle amounts? Why is bundling important? | | | | | | |
| **Materials/Resources** | | | | | **Essential Vocabulary** | |
| **Teacher:**  - Three Little Pigs  - 78 straws  - 89 Straws  -vocab cards for bundle, single  -bundles and straws recording sheet | | **Student:**  **-math journal**  **-bundle and straw picture**  **-41 straws**  **-4 pipe cleaners (1/2’s)**  **- bundles and straws recording sheet** | | | **-bundle**  **-single** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  x 1. Make sense of problems and persevere in solving them.  x 2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  x 4. Model with mathematics.  x 5. Use appropriate tools strategically.  x 6. Attend to precision.  x 7. Look for and make use of structure.  x 8. Look for and express regularity in repeated reasoning.  xxx | **Common Core State Standards:**  **1.NBT.1**  Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.  **1.NBT.2a**  Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:  a. 10 can be thought of as a bundle of ten ones – called a “ten. | | | | | |
| **I Can Statement(s):**  I can group a number into bundles of ten and singles. | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  The teacher will read The Three Little Pigs (can be poem or powerpoint found online). *The little pigs need to rebuild their houses. They know how many sticks, straws, and bricks each house will need. They must order these in bundles of ten and singles. We must help the pigs figure out how many bundles of sticks, straws, and bricks they must order.* | | | | | |
| **Teacher Directed:** Teacher will define a bundle – several objects or a quantity of material gathered or bound together. Define single- objects that are not a group. Students will write bundle and single in their journals and glue in a picture of a bundle and single. The Teacher will present *The First Little Pig needs 78 pieces of straw to rebuild his house. I must figure out how many bundles of 10 and singles he must order.* The teacher will count out 78 straws on the elmo. Count them into groups of 10 and bundle using a pipe cleaner. Continue through 7 groups of 10. *Can I make another bundle of ten?* *NO. These are singles. He must order 7 bundles and 8 singles.* | | | | | |
| **Guided Practice:** *Now we are going to work together to solve The second little pigs order for sticks. He needs 35 sticks to rebuild his house.* Teacher will have a student come and count 35 straws on the elmo. Count twice for precision. Another student will come and bundle ten. Choose different student to continue bundling by 10. Asking *How many are in a bundle? Can we make more bundles? Why? Why not? What can we count by? Why? How many bundles and singles does the second Little Pig need to order?* I will color how many bundles we made and how many singles remain on recording sheet. | | | | | |
| **Independent Practice:** Students will independently count out 41 straws from a group container of straws. Count two times for precision. Students will then bundle all groups of ten and show singles. Students will then color corresponding bundles and singles to show results. | | | | | |
| **Closing/Summarizing Strategy:**  How is bundling the same as working with ten frames? What can we count by? | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| * Use numbers greater than 100 * Model using base 10 blocks | | | * Use 1-20 * Work with partner during independent practice | | | * Model multiple time |
| **Assessment(s): Teacher will circulate during independent practice to check for understanding.** | | | | | | |
| **Teacher Reflection:** (Next steps?)   * What went well? * Student understandings/misconceptions * Specific notes about students’ thinking * What do I need to reteach/review tomorrow or in the future?   New ideas or changes for next time | | | | | | |